
























## Unit map – PrimaryConnections, July 2010

Year	Biology	Earth and Space Science	Chemistry	Physics
Curriculum focus: Awareness of self and the local world				
<b>K</b>	<b><i>Staying alive</i> ***</b>  Needs for survival of people and familiar animals; the senses	<b><i>Weather in my world</i></b>  Weather, its features and how it affects my daily life	<b><i>What's it made of?</i></b>  Properties and uses of materials in the school environment	<b><i>On the move</i></b>  Movement of humans and toys
<b>1</b>	<b><i>Schoolyard safari</i> **</b>  Features, habitats and behaviour of small invertebrates	<b><i>Up, down and all around</i></b>  Features of the local environment	<b><i>Spot the difference</i></b> Changes to observable properties of materials (eg when solids melt)	<b><i>Sounds sensational</i></b>  Properties, transmission and use of sound energy
<b>2</b>	<b><i>Growing and changing</i></b>  Life stages of living things	<b><i>Water works</i></b>  Water as a natural resource: using water responsibly	<b><i>What a waste!</i></b>  Properties of everyday materials help determine their re-use	<b><i>Push pull</i></b>  Pushes and pulls in everyday situations
Curriculum focus: Recognising questions that can be investigated scientifically and investigating them				
<b>3</b>	<b><i>Plants in action</i></b>  Needs and life cycle of flowering plants	<b><i>Spinning in space</i> *</b>  Size and relative movement of Earth, Sun and Moon; day and night	<b><i>Runny or not</i></b> Liquids and solids and how they can change under different conditions	<b><i>Light fantastic</i> *</b> Transmission and use of light energy
<b>4</b>	<b><i>Feathers, fur or scales?</i></b>  Grouping animals based on characteristics	<b><i>Buried in time</i></b>  Some characteristics of the Earth's surface are due to weathering and erosion	<b><i>Material world</i></b>  Properties of materials determine their use i.e. flexibility, strength and biodegradability	<b><i>Smooth moves</i> ****</b>  Effect on motion of different sized forces acting directly and indirectly
<b>5</b>	<b><i>Marvellous micro-organisms</i></b>  Characteristics, needs and uses of micro-organisms (eg, yeast and mould)	<b><i>Space</i></b>  Human exploration and understanding of space and our solar system	<b><i>Package it better</i></b>  Design and make a package to meet the criteria of a design brief	<b><i>It's electrifying</i></b> Electrical energy is stored, transferred and transformed into other forms of energy; electric circuits
<b>6</b>	<b><i>Life in the balance</i></b>  Relationships between living things	<b><i>Earthquake explorers</i></b>  Sudden changes to the Earth's surface caused by tectonic plate movement (eg, earthquakes)	<b><i>Change detectives</i></b>  Physical and chemical changes to materials	<b><i>Essential energy</i></b> Sustainable sources of energy, including water, solar and wind

**Note:** Shaded boxes indicate published PrimaryConnections units. Unshaded boxes indicate units to be trialled in 2010. Trial units may be subject to change. New units will be available for purchase mid 2011.

 Incorporates Indigenous perspectives

\* It is recommended that *Light Fantastic* be taught before *Spinning in space* to provide students with learning opportunities that introduce and explain concepts about light which are used in the *Spinning in space* unit.

\*\* It is usually easier to find small invertebrates in warmer seasons.

\*\*\* Depending on the school context, *Staying alive* might be suitable for the first term of the year.

\*\*\*\* It is recommended that the *Push pull* unit be taught before the *Smooth moves* unit to provide students with learning opportunities that introduce and explain concepts about forces and motion which are used in the *Smooth moves* unit.